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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 22 titles deal with a variety of topics, including the following: a remedial reading program for Marine recruits; methods for improving reading flexibility and rate, spelling ability, vocabulary comprehension, and study skills in college students and adults; the impact of reading/study skills courses and independent work in learning centers on the academic success of nursing students and high-risk community college students; the significance of high school basic skills scores in predicting college performance; strengths and weaknesses of adult basic education programs; an overview of remedial English teaching in colleges and universities; the development of the Thirteen College Curriculum Program Reading Model for college freshmen; adult basic education learners' perceptions of teaching skills and behavior; the role of reading ability in the retention of community college students; and a case study of a community reading academy. (GW)

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Reading and Study Skills Instruction: College and Adult

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, March through December 1977 (Vol. 37 No. 9 through Vol. 38 No. 6)

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Abstracts of the following dissertations are included in this collection:

Anders, Louise Thompson

THE EFFECTIVENESS OF THE RECRUIT REMEDIAL READING PROGRAM AT MARINE CORPS RECRUIT DEPOT, PARRIS ISLAND, S.C.

Anthony, Lillian

IMPROVING READING FLEXIBILITY

Campbell, Mary Lyn Midgett

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN SECONDARY GENERATIVE AND RECEPTIVE COMMUNICATION SKILLS AT THE COLLEGE FRESHMAN LEVEL

Covington, Helen Cook

ANALYSIS OF THREE SETS OF EXPECTATIONS CONCERNING READING AND STUDY SKILLS PROGRAMS IN SELECTED TEXAS JUNIOR COLLEGES

Duffelmeyer, Frederick Arthur

THE INFLUENCE OF CONCEPT-BASED VOCABULARY INSTRUCTION ON DEPTH OF WORD KNOWLEDGE

Gates, Allan F.

A STUDY OF THE EFFECTS OF WORK UNDERTAKEN IN AN INDEPENDENT LEARNING CENTER BY MARGINAL STUDENTS AT MARSHALLTOWN COMMUNITY COLLEGE

Haburton, Eleanor C.

THE IMPACT OF AN EXPERIMENTAL READING-STUDY SKILLS COURSE ON HIGH-RISK STUDENT SUCCESS IN A COMMUNITY COLLEGE

Hampton, Clinton Ray

THE EVALUATION OF AN EXPERIMENTAL READING PROGRAM FOR ADULT BASIC EDUCATION IN ARKANSAS

Harris, Joyce Dennetta Brown

A COMPARISON OF SIMULATION/GAMING AND DIAGNOSIS-PRESCRIPTION AS METHODS OF TEACHING READING

Huhn, Ralph Henry, Jr.

A STUDY OF THE EFFECT OF A READING-LEARNING SKILLS COURSE FOR NURSING STUDENTS UPON FAILURE RATE

Johnston, Joyce Domke

THE UNIVERSITY COMPENSATORY PROGRAM STUDENT: PLACEMENT, COURSE PERFORMANCE, AND HIGH SCHOOL BASIC SKILLS SCORES

Kaufman, Neil Jerome

RETENTION ASSESSMENTS OF COLLEGE STUDENTS SUMMARIZING AND UNDERLINING READING STRATEGIES IN RELATION TO SUBJECT-GENERATED LEARNING VERSUS EXPERIMENTER-GENERATED LEARNING CONDITIONS

Law, L.F. Bob, Jr.

THE STRENGTHS AND WEAKNESSES OF ADULT BASIC EDUCATION AS REVEALED BY EVALUATIVE STUDIES, 1965-1974, AT THE LOCAL, STATE, AND NATIONAL LEVELS

Lunsford, Andrea Abernethy

AN HISTORICAL, DESCRIPTIVE, AND EVALUATIVE STUDY OF REMEDIAL ENGLISH IN AMERICAN COLLEGES AND UNIVERSITIES

Nichols, Marian Theresa Day

A STUDY OF THE SPELLING ABILITIES AND VOCABULARY COMPREHENSION OF FRESHMAN ENGLISH STUDENTS AND THE IMPROVING OF THESE ABILITIES AND THIS COMPREHENSION BY MEANS OF INCIDENTAL READING OF PASSAGES AS COMPARED TO MEMORIZING WORDS AND WORD MEANINGS

Nipper, George Edward

THE EFFECTS OF RATE OF PRESENTATION OF AUDIO TAPES UPON THE LISTENING COMPREHENSION OF FAST AND SLOW READERS

Peoples, Joyce Pulley

AN INVESTIGATION OF THE IMPLEMENTATION OF THE THIRTEEN COLLEGE CURRICULUM PROGRAM READING MODEL BY SPECIALISTS IN THIRTEEN COLLEGES CONNECTED WITH THE INSTITUTE FOR SERVICES TO EDUCATION

Scappaticci, Falco Thomas

A STUDY OF S.Q.3R. AND SELECT AND RECITE READING AND STUDY SKILLS METHODS IN COLLEGE CLASSES

Stamper, John Howard

COMPARISION OF THE EFFECTIVENESS OF THREE METHODS FOR INCREASING READING RATE

Wesley, Barbara (Parks)

SURVEY OF ADULT BASIC EDUCATION LEARNERS' PERCEPTIONS OF TEACHING SKILLS AND BEHAVIORS: IN TACOMA AND SEATTLE, WASHINGTON

West, LaNor Patricia

THE ROLE OF READING ABILITY IN THE RETENTION OF COMMUNITY COLLEGE STUDENTS

Zalman, Richard Gordon

PROJECT GRASP: A CASE STUDY OF A READING ACADEMY

THE EFFECTIVENESS OF THE RECRUIT REMEDIAL READING PROGRAM AT MARINE CORPS RECRUIT DEPOT, PARRIS ISLAND, S. C.

ANDERS, Louise Thompson, Ed.D.
University of South Carolina, 1976

The purpose of the study was to determine whether the Recruit Remedial Reading Program at Parris Island Recruit Depot: (1) reduced the recruit attrition rate, (2) provided higher incidence of promotion to Private First Class, (3) produced more graduates upon completion of the recruit basic training program. Chi-square analysis was used to determine significance. The fourth hypothesis compared the cost of a recruit graduate in the experimental program with the cost of a recruit graduate in the control group to determine if the cost to the Marine Corps was equal or less. The recruits were tested to determine whether they were deficient readers and fell within the appropriate reading and ability levels. A random selection process was employed to divide the candidates that met the remaining criteria into an experimental group who would attend remedial reading classes in addition to recruit training and a control group who would attend normal recruit training. The selection process was repeated for ten recruit cycles over a period of ten weeks, resulting in an experimental group of 181 recruits and a control group of 186 recruits. Chi-square analysis established that both groups exhibited the same characteristics, while the random selection process insured similarity of attitude and motivation.

In the experimental group significantly fewer recruits attrited than in the control group. Thirty-four percent of the total group, control and experimental, was attrited. Eleven percent more recruits in the control group attrited than did the recruits in the experimental group. This would indicate a substantial savings to the Marine Corps. No significant difference was found in promotions to Private First Class between the two groups, but a significant difference was found in the number of recruits who graduated after having taken the remedial reading course. The cost of the reading program was greater due to the extra cost associated with the longer stay on base for the recruits taking the remedial reading course. The attrited recruits in the experimental group spent an average of 62.98 days on base as compared to the attrited recruits in the control group with an average on base of 55.53 days. The graduates and graduated/promoted of the control group spent an average of 87.776 days on base while the graduates and graduated/promoted of the experimental group averaged 97.218 days on base. The data revealed that whether recruits were successful or unsuccessful nine additional more days were spent on base for the recruits in the reading program. The cost of the reading program combined with the cost of a recruit's stay at the recruit depot produced a cost to the Marine Corps of $94.16 per recruit for the reading program. It can be concluded that fewer Marines with a reading deficiency attrite when reading ability is improved, and a larger percentage graduate when they participate in a reading program. The intangibles and unknowns such as good will and unmeasurable factors that would enhance the lives of the recruits were not considered as a part of this study. Every item considered indicated a plus factor for the reading program except the minimal cost factor per participant.

Order No. 77-6741, 156 pages.

IMPROVING READING FLEXIBILITY

ANTHONY, Lillian, Ed.D.
Yeshiva University, 1976

The purpose of the study was to determine a method for improving reading flexibility of community college students, who were in need of a crash remedial reading skills program. The null hypothesis stated: There is no significant difference, as measured by Test of Reading Flexibility, in the reading flexibility of junior college students at X Community College who receive Hardware, Software, Core Program, or No-Instruction.

Subjects were randomly selected from the total population of students at X Community College, who were advised to enroll in reading courses because they needed this help. One hundred sixty subjects were selected to participate in the experiment. Ninety-five percent of the subjects were black, inner-city students. Approximately 4 percent were Hispanic, and 1 percent were white. Subjects were randomly assigned to independent groups; treatments were randomly assigned to groups, and instructors were randomly assigned to groups. The experiment was conducted over a six-week period for a total of 15 sessions. Students met classes five times every two weeks for one hour each session. The experiment consisted of four independent groups, one experimental group and three control groups, with 40 subjects in each group.

The Hardware Group, Group 1, was the experimental group and was given practice on the Educational Developmental Laboratories (EDL) Controlled Reader. All subjects in the group began with Book HG, Controlled Reading Study Guide and were required to complete 10 selections with 80 percent success in comprehension on that and any succeeding level. They were task oriented in this manner: (1) Must complete 10 selections with at least 80 percent success on the comprehension check. Must remain on a level until such was accomplished. (2) Must increase rate dial a minimum of five points weekly. For example, if subject began with rate dial set at 20 or 120 words per minute, he must increase to 25 or 150 words per minute in the span of one week's practice. Each subject began reading at a rate which was comfortable for the individual. (3) Subjects were allowed to reread selections. (4) All subjects began in Book HG, Controlled Reading Study Guide and proceeded at their own rate. (5) Subjects were instructed to follow the general directions and procedure outlined in the Study Guide. (6) Subjects worked one hour each session on the EDL hardware, with Controlled Reading Study Guide. Progress charts were kept daily.

Three control groups participated in the experiment, Software Group, Core Program Group, and No-Instruction Group. The Software Group was called Group 2. These subjects used the Controlled Reading Study Guide, following the same procedure as the Hardware Group, without the use of machine. Students were instructed to set a goal of four stories per one-hour class session. The Core Program Group was called Group 3. These subjects used the regular reading program of the department. Rate was conducted without machinery. The No-Instruction Group was called Group 4. These subjects received no practice. All were administered the Spache-Berg Test of Reading Flexibility at the end of the experiment.

A one-way analysis of variance was computed to determine if significant differences existed. Findings revealed that there were no significant differences at the .05 level in the achievement of the four groups in the number of correct answers. Group 4, No-Instruction, spent significantly less time than Group 1, Hardware, and Group 2, Software, in performing the scanning task. Group 2, Software, spent significantly less time than Group 4, No-Instruction, in performing the thorough reading task, with Group 2 reflecting negative flexibility.

Order No. 77-5000, 111 pages.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN SECONDARY GENERATIVE AND RECEPTIVE COMMUNICATION SKILLS AT THE COLLEGE FRESHMAN LEVEL

CAMPBELL, Mary Lyn Midgett, Ph.D.
University of Southern Mississippi, 1976

A problem common to many colleges and universities today is that of teaching basic communication skills to freshmen and especially to the language-deficient or the language-different student. Unfortunately, most recent texts make the assumption that college level reading and composition skills are highly related but continue handling them as separate courses, completely ignoring the possibilities of interrelationships for instruction.

The purpose of this study was to explore the relationship between the secondary generative and receptive language skills of writing and reading required of college freshman in a predominantly black private university. The study attempted to determine if an evaluation of students' writing ability would correlate highly with an evaluation of their reading skills as measured by a standardized reading test and a criterion-referenced test of specific reading skills.

The sample of 40 students was selected from the freshman class at Dillard University, New Orleans, Louisiana, during the fall semester of 1975–76. The students completed the Nelson-Denny Reading Test Form D, the author's criterion-referenced test of specific reading skills, and an in-class theme on an assigned topic during the last two weeks of the semester. Pilot tests established a reliability coefficient of .78 for the criterion-referenced test and a reliability coefficient of .89 for the raters' ability to evaluate the essays according to a 4-level classification scheme devised by the raters. Analysis of variance was used to analyze the data. Independent variables consisted of: Writing Ability Group 1 (Fluent and Correct), Writing Ability Group 2 (Not Fluent, But Correct), Writing Ability Group 3 (Fluent, But Not Correct), and Writing Ability Group 4 (Neither Fluent, Nor Correct). Dependent variables consisted of: Nelson-Denny Vocabulary score, Nelson-Denny Comprehensive score, criterion-referenced test scores on sentence-reading, chart-reading, vocabulary, paragraph-reading, paragraph-analysis, and total score.

Results of the analysis of reading and writing skills establish a high relationship between the two skill areas. The better writers are indeed the better readers, and the poorer writers are in fact the poorer readers. However, interesting results were found in regard to the two "average" types of writers. By analyzing the results of comparisons with the different reading measures, it was found that: 1) the only difference between a level 2 and a level 1 writer is that the level 1 writer has a more extensive vocabulary and 2) the level 3 writer is as weak as the level 4 writer, but he has a greater capacity to learn specific skills than the level 4 writer. Therefore, it was concluded that correctness in organization and mechanics seems to be more highly related to superior reading skill than fluency of ideas. However, fluency of ideas does give a student an advantage over the student lacking both writing skills in learning specific reading skills.

Further results of the study led to the conclusion that writing ability as determined by the classification scheme can be predicted by the reading tests in the following manner: 1) The Nelson-Denny Reading Test tends to discriminate the better readers and writers (group 1) from the "average" and the poorer readers and writers (groups 2, 3, and 4); and 2) the criterion-referenced test of specific reading skills tends to discriminate the poorer readers and writers (group 4) from the "average" and the better readers and writers (groups 1, 2, and 3).

From these findings, the following conclusions were deemed practical for college level instruction: 1) instruction in the basic skills of reading and composition should be integrated at the college level in order to provide for the optimum transfer of skills from one domain to the other; 2) by using three instruments (a standardized reading test, a criterion-referenced test of specific reading skills, and a 4-level classification scheme for evaluating writing ability), reading skill levels can be predicted from writing ability level and writing skill levels can be predicted from the two reading level indicators; and 3) when used in conjunction with a standardized reading test, a criterion-referenced test provides a measure of learning potential.

Order No. 77-5928, 143 pages.

ANALYSIS OF THREE SETS OF EXPECTATIONS CONCERNING READING AND STUDY SKILLS PROGRAMS IN SELECTED TEXAS JUNIOR COLLEGES

COVINGTON, Helen Cook, Ed.D.
University of Houston, 1977

Chairperson: Dr. Lee H. Mountain

This research project investigated the relationships among what junior college students, faculty, and remedial chairpersons expect from reading and study skills programs and the graduates of these programs.

The three groups that provided questionnaire data for this study were 28 remedial chairpersons, 129 subject-area teachers, and 382 freshmen from junior colleges in Texas.

The questionnaire data from the groups were analyzed statistically to determine levels of significance of responses within each group, significant differences among the three groups, and the pair (or pairs) of responses that determine each difference.

The findings of this study pinpointed the areas wherein expectations agree and differ among remedial chairpersons, subject-area faculty, and students regarding reading and study skills programs.

The three groups agreed about the importance of 20 questionnaire items. There were, however, 21 significant F values and 54 significant t values involving areas of disagreement. Of the three groups, the group involved in the greatest number of differences with the other two groups was the students.

The following major conclusions were drawn from this study: 1. Students enter reading and study skills programs with high expectations. They expect more skills to be of importance in a reading and study skills program than do chairpersons of faculty. 2. Faculty expect graduates of reading and study skills programs to be more knowledgeable in subject area skills than in other skills. 3. Chairpersons had the most limited expectations of the three groups. They deemed fewer skills to be of importance in the reading and study skills program than did faculty or students.

Several minor conclusions were also drawn from this study concerning faculty attitudes toward the remedial student, readability levels of college textbooks, and comparisons between reading and subject area classroom and homework activities.

Order No. 77-24,442, 360 pages.

THE INFLUENCE OF CONCEPT-BASED VOCABULARY INSTRUCTION ON DEPTH OF WORD KNOWLEDGE

DUFFELMEYER, Frederick Arthur, Ph.D.
University of Missouri – Kansas City, 1976

An investigation was undertaken into the influence of an experience-based method for vocabulary instruction on depth of word acquisition at different levels of reading ability. The experimental treatment was compared with a more traditional method of vocabulary instruction and a non-specific treatment group.

The subjects were college students enrolled in six sections of a reading improvement and study skills class at the University of Missouri–Kansas City. Two sections each were randomly assigned to experimental, experimental/control, and control conditions. The subjects in the experimental group were taught the meanings of words via the experience-based approach, which consisted of student enactment of investigator-prepared skits. The subjects in the experimental/control group were taught the same words via the more traditional approach, which was represented by the confluence of contextual awareness, structural awareness, and dictionary usage. The control group received general vocabulary instruction, but not including the specific treatment words.

The first two weeks of the investigation were devoted to pretesting in all three groups, and to practice lessons in the experimental and experimental/control groups. For each of the next three weeks the experimental and experimental/control groups received differentiated instruction over fifteen words -- five per week -- followed by the administration of vocabulary and reading comprehension tests. The subjects in the control group were administered the same tests, but without prior instruction. During each of the final three weeks of the investigation all three groups were administered two additional vocabulary tests to evaluate the long-term effects of instruction.

On two of the three major dependent variables -- long-term vocabulary and degree of forgetting that occurred over a three week period -- the experimental group scored higher than the experimental/control and control groups. Reading comprehension was uniform under all treatment conditions. These results were interpreted as supporting the efficacy of an experience-based or concept approach to vocabulary instruction on depth of word knowledge. The lack of impact of improved depth of word knowledge on reading comprehension is discussed.

Order No. 77-16,867, 154 pages.

A STUDY OF THE EFFECTS OF WORK UNDERTAKEN IN AN INDEPENDENT LEARNING CENTER BY MARGINAL STUDENTS AT MARSHALLTOWN COMMUNITY COLLEGE

GATES, Allan F., D.A.
Drake University, 1976

Adviser: John Hagaman

During 1973-74, Marshalltown Community College used funds from a grant from the Department of Health, Education, and Welfare to conduct an experiment involving twenty-two entering freshmen whose high school records, entrance examinations, and other credentials indicated that their likelihood of success in college study would be marginal.

The twenty-two students were registered for special remedial and developmental work in the college's Learning Center in addition to the other freshman-level classes that they would be taking. This group of students was then compared to a control group of thirty-six students of roughly comparable background and achievement in an effort to determine whether work in a Learning Center might have any effect upon improving the potentialities for success among students of marginal ability.

Results of the experiment more than met expectations. It was found that students who worked in the Learning Center, where they received individualized instruction in reading, writing, and study skills, were significantly more successful as college students than was the case for their counterparts in the control group.

Experimental students (a) earned better grades in freshman composition classes, (b) earned better overall grade-point averages in all their college work, (c) were able to complete more credit-hours during the year of the experiment, and (d) experienced a lower overall rate of withdrawals both from individual classes and from the college.

While the experiment covered only one academic year, students who had participated in it were followed during 1974-75 to see whether any carryover effects of their experiences might be noted. The trends outlined above continued. At the end of the second year, 50% of the experimental students were still enrolled, while 22% of the control students remained. Furthermore, nearly 41% of the experimental students had reached the college's graduation requirements in two years, while less than 14% of the control students were able to do so.

Order No. 77-9808, 160 pages.

THE IMPACT OF AN EXPERIMENTAL READING-STUDY SKILLS COURSE ON HIGH-RISK STUDENT SUCCESS IN A COMMUNITY COLLEGE

HABURTON, Eleanor C., Ed.D.
The University of Florida, 1976

Chairperson: Ruthellen Crews

The purpose of this study was to investigate the impact of a reading-study skills course on the academic success of a group of high-risk community college students. The course was taught by two reading instructors to two voluntarily enrolled classes during the fall semester, 1975, at Valencia Community College at Orlando, Florida.

The plan of the course was to maximize chances for academic success by (a) offering transfer credit, (b) focusing on "survival" skills needed in content area courses and providing for direct transferal, (c) providing for self-pacing, (d) utilizing group instruction with group interaction as a motivational factor, (e) accommodating various learning styles through multimedia presentation, (f) evaluating progress by mastery tests, and (h) attempting to enhance self-concept by student orientation of learning, by teacher attitude, and by individual conferences.

The experimental group of 36 students was compared with a control group that did not participate in reading instruction, either because the classes were closed, or because of a schedule conflict. The groups were matched on the following variables: (a) voluntary participation in a previous basic reading course, (b) age, (c) sex, (d) race, (e) pretest reading comprehension score below the 30th percentile on the Iowa Silent Reading Test, Form E, and (f) carrying a minimum class load of 9 hours.

The groups were compared on (a) grade point average for the fall semester, (b) number of course withdrawals, (c) attrition (dropping out of school) during the fall semester and between-semesters, (d) number of course hours successfully completed, (e) self-reported posttest scores on study habits and attitudes as measured by the Survey of Study Habits and Attitudes, and (f) self-reported posttest scores on self-concept as measured by the Tennessee Self Concept Scale. Also the two experimental classes were compared on the hypothesized variables to determine if the teacher variable made a difference. To test the hypotheses, t tests and chi square were performed on the data to find where differences might lie.

On the basis of statistical analyses, it was concluded that the experimental group (a) received significantly higher GPAs, (b) withdrew from fewer courses, (c) successfully completed more course hours, and (d) scored significantly higher on their self-reports on six of the seven subtests of the Survey of Study Habits and Attitudes. There was no significant difference between the groups on attrition during the semester, or between semesters, although there was a tendency toward a significantly higher attrition by the control group. There was no significant difference between the groups on self-reported scores on self-concept as measured by the Tennessee Self Concept Scale. There was no statistically significant difference on any of the variables between the two experimental reading classes, and thus it was concluded that the teacher variable did not bias the results.

In relationship to other research in the literature that used GPA as a criterion of college success, the present study seems to confirm the position that high-risk students who take appropriately designed reading improvement classes tend to succeed better in academic courses than do like students who do not take such courses. The limited duration of the study and the limited population preclude generalized inference beyond the local setting, however.

Implications suggest that needed reading skills can be satisfactorily mastered by most high-risk students over time and that the community college is in a tenable position to develop effective long-range programs in both the reading classes and in content courses to enable such students to succeed.

Order No. 77-6872, 147 pages.

THE EVALUATION OF AN EXPERIMENTAL READING PROGRAM FOR ADULT BASIC EDUCATION IN ARKANSAS

HAMPTON, Clinton Ray, Ed.D.
University of Arkansas, 1977

Major Professor: Dr. James J. Van Patten

The purpose of this study was to examine the suitability of an experimental reading material developed especially for undereducated, illiterate or functionally illiterate rural adults in Arkansas. The study examined the suitability of the material for populations for which it was written and compared it to the conventional materials used to teach undereducated adults to read.

The innovative material is designed to reflect the experiences of rural adults and provide for individualized instruction.

The innovative material consisted of eighty reading packets containing material with a steady graduation of difficulty. Four levels of packets were proposed ranging from first to fourth grade reading level. The packets included skills encompassing all levels of reading difficulty (from alphabet to the higher comprehension skills.) Each packet had a pre-test, a post-test, and learning activities. There are also cassettes for a number of packets that explain the skills being taught. Review packets are designed to reinforce the skill and check the student's retention.

The structure of the packets is in three parts including phonetic analysis, structural analysis, and comprehensive skills.

Phonetic analysis has five parts: letters of the alphabet (writing the upper and lower case letters); vowel sounds, (recognizing long and short vowels and vowel digraphs and diphthongs; consonant sounds, knowledge of initial sounds, blends, digraphs, and rhyming words); word analysis (knowledge of syllabication); basic sight words, (ability to pronounce words).

Structural analysis has two parts. The first part, vocabulary word recognition, is divided into five sections: compound words; root words; constructions, (homonyms, synonyms, and antonyms); plurals; and possessives. The record part includes study skills which are specifically related to alphabetizing.

The comprehension skills, include such subjects as budgeting wisely, caring for clothes, applying for jobs, enrolling in schools, learning a skill, and writing a business letter. These areas are of interest to adults, and the projects staff wrote the packets on a level that could be understood by the functionally illiterate.

The front pages of the packets were color-coded in four colors to designate their grade levels.

The reading packet (experimental material was compared to the conventional material) by: (1) acceptance by adult basic education students who participated in the Arkansas gain study, (2) acceptance by teachers who had used the material, (3) acceptance by students being trained to teach adult basic education, and (4) acceptance by authorities of adult basic education.

The students who used the reading packet rated it on a five point measuring scale, and compared it to conventional materials they had used on a three point scale. The results showed they accepted the reading packet over the conventional material they had used.

The teachers who had used the reading packets accepted the innovative material as a more adequate teaching tool than any of the conventional materials they had used.

The student-trainees rated the reading packets and the four most widely used conventional materials on a seven point scale. They equally rated the reading packets and one of the conventional materials as their top choice over the other conventional materials.

The adult basic education teachers rated the reading packet concept over the conventional material. Their rating showed a more favorable acceptance of the experimental material as a more adequate teaching aid than any of the conventional material used for comparison.

The seventeen authorities in the field of adult basic education rated the reading packets and the four conventional materials on a seven point scale. Their ratings showed a more favorable evaluation of the reading packets than for any of the traditional materials used.

The results of the study indicated that the reading packets would adequately teach reading to undereducated adults in rural areas and would be accepted by students, teachers, student-trainees, adult basic education teachers, and authorities in the field of adult basic education. Order No. 77-23,370, 107 pages.

A COMPARISON OF SIMULATION/GAMING AND DIAGNOSIS-PRESCRIPTION AS METHODS OF TEACHING READING

HARRIS, Joyce Denetta Brown, Ed.D.
The University of Alabama, 1975

A study of the literature revealed that limited use has been made of simulation/gaming as a method of teaching reading comprehension. It was also evident that more conclusive data related to simulation techniques in education are needed. These concerns formulated the purpose of this study which was to investigate the effectiveness of simulation gaming as a teaching method by discovering whether or not there were positive relationships between reading and the use of simulation/games as compared with a diagnostic-prescriptive-individualized approach.

To conduct such an investigation, students enrolled in a basic skills program, Discovery 1975, attending Stillman College, Tuscaloosa, Alabama, were selected as subjects (N=24) for two treatment effects. Twelve subjects received the control treatment (diagnostic-prescriptive-individualized), and twelve received the experimental treatment (simulation/gaming). Subjects were taught reading comprehension for six weeks and were pre and post tested with the California Achievement Test, reading subtest.

Data for five hypotheses were statistically treated with the 'Lindquist Type I Design,' employing the F ratio at the .10 confidence level for significance. The null hypotheses held that there were no statistically significant differences in the training effects of the two treatments on five comprehension skills: interpretation of written materials; making inferences; seeing relationships; recalling facts; and identifying main ideas.

The results of the study yielded the following conclusions: 1. All null hypotheses were accepted. 2. No F ratios for interaction were significant. 3. The group variable for both training series on "inferences" was statistically significant. 4. The difference on pre and post tests for both training series on "fact" skills was statistically significant. 5. The group variable for both training series on the skill of "main ideas" was statistically significant.

There are two recommendations drawn from this study that the researcher considers crucial to a replicated study of treatments x subjects design when simulation/gaming is employed as a treatment. First, consideration should be given to employing a number of measures to test skill development rather than relying upon a single cognitive pre and post test. Secondly, and probably most importantly, consideration should be given to using unobtrusive measures, as opposed to standardized tests to determine the degree of experiential learning that has taken place during the treatment. Order No. 77-12,263, 110 pages.

A STUDY OF THE EFFECT OF A READING-LEARNING SKILLS COURSE FOR NURSING STUDENTS UPON FAILURE RATE

HUHN, Ralph Henry, Jr., Ph.D.
University of Missouri - Kansas City, 1977

The problem that is considered in this study is the failure rate of students in the health fields, specifically in the field of nursing education. More specifically, this study deals with the inadequacies of the criteria which are traditionally used to determine student readiness for health education academic programs. These criteria have tended to be measures of past academic success. The assumption is then made, by officials of health education schools, that students will continue to achieve accordingly.

Recognizing that this assumption may be invalid, school officials have begun to look at other variables which may be effecting academic success. Services such as counseling, financial assistance, and tutoring are examples of services which have resulted because of this investigation into the causes of academic failure. However, consideration of reading skills necessary for learning from health education materials seems to have been overlooked. This study, then, deals with reading-learning skills as a factor associated with success in nursing education and, therefore, a variable to be considered when determining readiness.

The purpose of this study was to determine if consideration of reading-learning skills necessary for learning specific content area materials is a valid consideration in determining specific readiness for that content area. To accomplish that purpose, then, the effect that specific reading-learning skills instruction has on decreasing the percentage of students who fail their nursing courses was studied. Reading-learning skills were selected because of the high demand on learning from reading in the nursing education program.

The study was concerned with two hypotheses. First, teaching reading-learning skills relevant to a specific content area will decrease the failure rate in that content area. Second, a test developed from content area materials and based upon the skills necessary for learning that content will be an effective screening instrument for selecting students who need reading-learning skills instruction.

The hypotheses were tested using nursing students enrolled in their first semester of nursing education at Kansas City Kansas Community College between the Fall Semester, 1974, and the Fall Semester, 1976. Thus, the study was replicated five times. Each semester, nursing students were assigned to either the Study Group or the Comparison Group. The Comparison Group received no instruction in reading-learning skills. The Study Group received reading-learning skills instruction applicable to nursing education, using reading materials from the nursing curriculum. The reading-learning skills which were included in the program were selected by comparing a composite list from the literature to the learning demands of the nursing program and the including for instruction those skills which seemed to meet a learning demand. All of the students were tested with a screening test which was designed to identify those students with reading problems in nursing materials.

Success in the nursing program was used as the measure of the effect of the reading-learning skills instruction. Success is determined by the Nursing Program criterion of a 70% average or better on the four tests given in the first ten weeks of the nursing program.

The data supported both hypotheses. The Study Groups had a range of percentage of students who failed in nursing education from 0% to 17% with an average of 10% failure. By comparison, the Comparison Groups had a range from 5% to 25% with an average of 17% failures in nursing. The screening test proved to be 100% accurate in predicting success in nursing education and 60% accurate in predicting failure.

Even though the past achievement of the nursing students involved in this study would indicate that they had developed adequate reading-learning skills, those students who could not apply appropriate skills to the nursing materials and who were not taught to do so failed in nursing education. Therefore, when determining a student's readiness for new learning, the student's ability to perform the reading-learning tasks required should be considered as well as the student's past achievement and background in content area concepts.

Order No. 77-27,336, 89 pages.

THE UNIVERSITY COMPENSATORY PROGRAM STUDENT: PLACEMENT, COURSE PERFORMANCE, AND HIGH SCHOOL BASIC SKILLS SCORES

JOHNSTON, Joyce Domke, Ph.D.
University of Georgia, 1977

Supervisors: George E. Mason and Robert A. Palmatier

This study determined relationships among high school achievement tests in the basic skills of reading, English, and mathematics and other predictors of college performance for students enrolled in a compensatory program. The sample consisted of 98 students who entered the University of Georgia Special Studies Division, Summer, 1975.

First, relationships were determined between scores on the Tests of Academic Progress (TAP) regularly given in Grade 11 in Georgia high schools, scores on the Scholastic Aptitude Test (SAT) in Grade 12, the high school grade average (HSA), and scores on the Comparative Guidance and Placement Test (CGP) required for placement in Special Studies. Second, scores on the reading-related subtests of these measures were studied to determine the extent to which they predicted the performance of these compensatory program students in social science courses in the regular curriculum.

To find the relationships among the scores on the tests given between Grade 11 and college entrance, null hypotheses were tested by computing Pearson product-moment correlation coefficients, using the .05 significance level. The hypotheses stated that TAP-Reading scores were not related to CGP-Reading or SAT-V scores, TAP-English scores were not related to CGP-English or SAT-V scores, TAP-Math scores were not related to CGP-Math or SAT-M scores, and that total scores on the TAP were not related to either the total scores on the SAT or to the high school grade averages. All hypotheses were rejected except for that which stated that no relationship existed between total TAP scores and total SAT scores, which failed to reject.

To test the significance of the difference between each pair of non-independent correlations, a t-test was applied. Only one difference was statistically significant. There was a lower and less positive relationship between HSA and the high school achievement test score than between the total SAT score and the achievement test score.

Furthermore, when the ten test score variables were correlated with the high school grade averages, all correlations were negative except for those for the English subtests of the high school achievement (TAP) and college placement (CGP) tests. The negative direction was unexpected, considering published correlations between TAP and HSA.

Additional examination of the correlations showed persistent and statistically significant positive relationships between reading scores and mathematics scores over the entire time period under study as well as correlations of about .50 or above (except for the English subtests) for each pair of subtests administered over the two-year period. These results suggest that the earlier high school test may be a useful indicator of the deficiencies that ultimately place students in compensatory programs despite their high school grade averages.

To determine how available test scores predicted college reading performance, multiple regression analysis was used. Scores on TAP-Reading, CGP-Reading, and SAT-V were the predictor variables. The criterion variable was GPA in social science courses during the first two quarters' enrollment.

The TAP-Reading test given in Grade 11 appeared to be a slightly better predictor than either SAT-V or the Special Studies reading test (CGP-Reading), although placement in the compensatory program depended upon scores on the latter two tests. In fact, the high school reading test score (TAP-Reading) alone appeared to be as effective a predictor of performance in college social science courses as using scores on all three reading tests combined. Furthermore, it explained more variation in social science GPA than any of the other variables in the study, including HSA. The predictive segment of the study thus strengthened the importance of the high school achievement test as a useful forecasting tool for this sample.

Order No. 77-18,928, 75 pages.

RETENTION ASSESSMENTS OF COLLEGE STUDENTS SUMMARIZING AND UNDERLINING READING STRATEGIES IN RELATION TO SUBJECT-GENERATED LEARNING VERSUS EXPERIMENTER-GENERATED LEARNING CONDITIONS

KAUFMAN, Neil Jerome, Ph.D.
Case Western Reserve University, 1977

Using 165 college students, a comparison was made between subjects' summarizing and underlining reading strategies to subject-generated learning versus experimenter-generated learning conditions. Three basic predictions were made for all of the planned comparisons among the underlining and summarizing conditions: (1) Subject-generated summarizing strategies would effect greater recall than subject-generated underlining strategies; (2) Subject-generated strategies within both summarizing and underlining conditions would effect, respectively, greater recall than experimenter-generated strategies within both summarizing and underlining conditions; (3) A subject-generated orientation to sentences of high structural importance in both summarizing and underlining conditions would produce, respectively, greater recall than a subject-generated strategy to underline any information in a passage or a subject-generated strategy to summarize any information in a passage.

An initial assessment of recall, referred to as the quantitative assessments of recall, used the total number of propositional elements in the passage as the criterion for assessing total recall, intentional recall, and incidental recall. For the quantitative assessments of recall, none of the planned comparisons achieved significance. Follow-up procedures were done to investigate possible contaminating variables, to rate the experimental conditions as effective study strategies, and to determine if the subjects' study strategy preferences might have influenced the non-significant findings of the quantitative assessments of recall. The investigation of the possible contaminating variables revealed that most subjects followed the directions of the study exactly, found the passage easy to understand and agreed that the passage was well written and interesting. The ratings of each experimental condition as an effective study strategy for the recall and comprehension of textbook material revealed wide variation in the subjects' perception of the effectiveness of all the underlining and summarizing strategies used in the experiment. An empirical analysis of study strategy preference confirmed that subjects assigned to compatible study strategies recalled significantly more propositions than subjects assigned incompatible study strategies. An analysis of preferred underlining and preferred summarizing strategies stated by the subjects revealed that a common purpose of a variety of underlining and summarizing strategies was to reduce textbook material to its most important information. This finding served as the basis for the post hoc assessment of recall, coined by the author as the reduction-importance assessment of recall. The reduction-importance assessment of recall used Walter Kintsch's conception of a level one proposition and a rating procedure to determine the most important level one propositions in the passage. The new dependent variable for assessing total recall, intentional recall and incidental recall was defined as a highly rated level one proposition. A finding of the reduction-importance assessments suggested that the level of material difficulty could have been partly responsible for the non-significant findings among the experimental conditions. The revised recall findings also suggested that subjects oriented to underline thematic sentences were actually oriented to a contrary task demand that decreased their ability to retain the highly rated propositions. The empirical analysis of study strategy preference was repeated and confirmed that subjects assigned compatible study strategies recalled significantly more of the highly rated propositions than subjects assigned incompatible strategies.

Order No. 77-25,168, 133 pages.

THE STRENGTHS AND WEAKNESSES OF ADULT BASIC EDUCATION AS REVEALED BY EVALUATIVE STUDIES, 1965-1974, AT THE LOCAL, STATE, AND NATIONAL LEVELS

LAW, L. F. Bob, Jr., Ph.D.
The Florida State University, 1977

Major Professor: Dr. George F. Aker

The purposes of this study were to research and identify current strengths and weaknesses in the adult basic education program, propose process and product variables that enhance the accomplishments which were the intent of The Adult Education Act of 1966, and propose definitive criteria to be included as standard components in the planning and evaluation of adult basic education programs at the state level.

Twelve process (program planning) variables and fourteen product (evaluation) variables were deduced from and supported by a systematic review of the literature of adult education. These variables constituted the program planning and evaluation model and were incorporated into a program evaluation matrix.

Thirty-four existing adult basic education program evaluations were individually compared with the criteria in the model to establish the strengths and weaknesses of adult basic education. Conclusions were drawn and recommendations made regarding desirable components in program planning and evaluation in adult basic education.

Order No. 77-26,982, 143 pages.

AN HISTORICAL, DESCRIPTIVE, AND EVALUATIVE STUDY OF REMEDIAL ENGLISH IN AMERICAN COLLEGES AND UNIVERSITIES

LUNSFORD, Andrea Abernethy, Ph.D.
The Ohio State University, 1977

Adviser: Professor Edward P. J. Corbett

This dissertation presents an overview of remedial English teaching in the United States and details the planning and execution of the Ohio State University Remedial English Pilot Project. Chapter I traces the calls for serious research in English during the last two decades, focusing specifically on the need for research in writing in general and remedial writing in particular. Chapter I concludes with a rationale for using the term "remedial" in preference to other currently-used terms. Chapter II begins by documenting the current "crisis" in student writing skills, assessing the various causes blamed for the "crisis," and describing very similar circumstances which occurred during the late eighteenth and early nineteenth centuries. The remainder of Chapter II is devoted to describing the general response of two-year and four-year universities to remedial English students, to analyzing the failures of those responses, and to cataloguing the criteria which generally characterize effective remedial programs. Chapter III presents a detailed description and analysis of the Remedial English Pilot Project, a course offered to ninety-four students during Fall quarter, 1976. This chapter details the results of pre- and post-testing in reading, error-recognition, syntactic maturity, paragraph-writing, and attitude mea-

surement. Chapter IV notes weaknesses in the research design used in the pilot project, draws significant implications for the teaching of remedial writing and reading, and suggests four future research projects. Twelve appendices include full test results for the Remedial English Pilot Project, representative samples of materials used, and both student and teacher evaluations of the pilot project.

Order No. 77-24,6[illegible], 354 pages.

A STUDY OF THE SPELLING ABILITIES AND VOCABULARY COMPREHENSION OF FRESHMAN ENGLISH STUDENTS AND THE IMPROVING OF THESE ABILITIES AND THIS COMPREHENSION BY MEANS OF INCIDENTAL READING OF PASSAGES AS COMPARED TO MEMORIZING WORDS AND WORD MEANINGS

NICHOLS, Marian Theresa Day, Ph.D.
University of South Carolina, 1977

One basic question which teachers of college freshman English students (regular as well as remedial) have been facing over the years is how they can help their students to improve their spelling abilities and expand their vocabularies. Through a review of literature, it was determined that there was very little research available in the area of spelling and vocabulary improvement of college freshman English students and in the identification of types of spelling errors made by these students. It was, therefore, the purpose of this study to answer the following questions: 1. What are the spelling, vocabulary, and reading abilities of students enrolled in freshman English classes? 2. Is there a correlation between the spelling abilities of these students and their ability in reading as measured by the Nelson-Denny Reading Test? 3. What are the types of spelling errors made by students before and after treatment? 4. Will there be a difference in the spelling and vocabulary abilities of students exposed to an incidental reading of passages containing certain selected words as compared to students assigned the traditional method of memorizing the spellings and meanings of these same selected words? 5. Which group of students will exhibit a greater retention of the correct spellings and meanings of the words in question at the end of a period of four weeks?

A college with a freshman English program focusing on all ability levels of freshman students was chosen for this investigation, and twenty classes were selected--sixteen remedial and four regular. Ten classes each comprised the experimental and control groups. In order to determine the spelling and vocabulary abilities of these students, an investigator-constructed spelling and vocabulary test, based on selected words from George Spache's Spelling Errors Test, VII-VIII, was administered as a pretest. The control group was then given a study sheet containing the words under consideration plus their meanings to be memorized by the next class period, when they were then posttested. The experimental group was given investigator-designed reading selections with each of the selected words used at least three times. They were instructed to read these selections carefully. Afterwards, they were given a spelling and vocabulary posttest. Four weeks later, the students in both groups were given a spelling and vocabulary retention test. From an analysis of the pre, post, and retention spelling and vocabulary tests plus reading test scores from the Nelson-Denny Reading Test (given during orientation week), the following conclusions were reached: 1. There was a wide range of spelling and vocabulary abilities exhibited. The reading abilities of most of the students seemed to be lower than average. 2. Since there was a positive correlation found between Nelson-Denny Reading Test raw scores and the various spelling tests (pre, post, and retention), the spelling abilities of the students are related to the ability in reading as measured by the Nelson-Denny Reading Test. 3. Before treatment, over half of the students were making spelling errors of the following types: omissions of silent, sounded, and doubled letters; additions by doubling and of a single letter; transpositions or reversals; phonetic substitution for a word; non-phonetic substitution for a consonant; and unrecognizable or incomplete. When the posttest was given, all of the errors made decreased in frequency. Those still causing considerable difficulty were omissions of a sounded and a doubled letter and phonetic substitution for a word. 4. There was a significant difference in favor of the control group on spelling ability and on vocabulary ability. 5. The experimental group retained a greater percentage of the spellings and word meanings after four weeks than the control group.

Order No. 77-22,438, 183 pages.

THE EFFECTS OF RATE OF PRESENTATION OF AUDIO TAPES UPON THE LISTENING COMPREHENSION OF FAST AND SLOW READERS

NIPPER, George Edward, Ed.D.
Oklahoma State University, 1976

Scope and Method of Study: The purpose of this study was to determine the effects of compressed speech upon the listening comprehension of fast and slow readers. The subjects of this study were 36 fast and 36 slow readers from the Utilization of Instructional Media classes during the spring semester of the 1976 academic year at Oklahoma State University. These subjects were randomly assigned to each of three compression listening groups: (1) zero percent compression, (2) 20 percent compression, and (3) 40 percent compression. A listening passage was recorded at 165 words per minute (zero compression) and compressed by approximately 20 and 40 percent resulting in two compressed passages of 208 w.p.m. and 266 w.p.m. respectively. The three compression groups listened to audio tape messages which differed only in the rate of presentation.

A listening comprehension test was administered to each compression group. Analysis of variance technique was employed to test the hypotheses.

Findings and Conclusions: The first hypothesis was concerned with the varying rates of compression upon the comprehension of audio tape material. The results indicated that there was no significant difference between groups due to varying rates of compression. Hence, students were able to listen to an audio tape message compressed by as much as 40 percent (266 w.p.m.) without significant loss of comprehension. Therefore, it would appear that listening time could be saved without significant loss of comprehension.

The second and final hypothesis was concerned with the interaction of compression rate and reading ability upon comprehension of audio tape material. The results indicated that the listening groups did not differ significantly due to the interaction of compression rate and reading ability. Hence, interaction was not sufficient to produce any significant effects upon listening comprehension. Order No. 77-5149, 107 pages.

AN INVESTIGATION OF THE IMPLEMENTATION OF THE THIRTEEN COLLEGE CURRICULUM PROGRAM READING MODEL BY SPECIALISTS IN THIRTEEN COLLEGES CONNECTED WITH THE INSTITUTE FOR SERVICES TO EDUCATION

PEOPLES, Joyce Pulley, Ed.D.
The American University, 1977

During the 1972 Institute for Services to Education (ISE) Summer Conference, college reading specialists commenced development of the Thirteen College Curriculum Program (TCCP) Reading Model for inclusion in a comprehensive educational curriculum for freshmen. The Model was completed August, 1974.

The Problem

This descriptive research study sought to (1) assess the degree of support of the TCCP Reading Model as viewed by reading specialists, (2) investigate the factors that seemed to have influenced the implementation of the TCCP Reading Model, (3) determine the extent to which the TCCP Reading Model was being implemented, and (4) assess the degree of student-centeredness practiced in basic reading courses on thirteen predominately black college campuses associated with ISE.

Procedure

Visits to the thirteen colleges were made by the researcher, during which time a Structured Interview was conducted with each of the twenty-one reading specialists.

Each specialist responded to the Implementation Measurement Checklist to provide data on the extent of practice of procedures suggested in the TCCP Reading Model as necessary for model implementation.

A fifty-minute reading class session was audiotaped of each specialist. The recorded information was categorized by means of a ten-category matrix of the Flanders' Interaction Analysis System.

Results

On the thirteen campuses involved in the study, 80 percent of the chief academic officers, as perceived by reading specialists, supported the TCCP Reading Model at the frequently, generally, or almost always level. In addition, 95 percent of the TCCP Directors, as perceived by reading specialists, supported the TCCP Reading Model frequently, generally, or almost always.

Three major factors were indicated by TCCP Reading Specialists as frequently, generally, or almost always supportive of implementation. Adequate space to physically house the program was reported by 90 percent of the specialists. Adequate secretarial services was indicated by 90 percent of the specialists. Adequate finance was considered by 100 percent of the specialists as essential.

It had been proposed that Reading Specialists in at least 53 percent of the institutions involved in the study would indicate that less than eight of the fourteen sets of procedures necessary for implementation of the TCCP Reading Model were being practiced on their campuses. To the contrary, it was found that 76 percent of the institutions were practicing eight or more of the procedures. The student-centered approach to classroom management, initial testing, and analysis of students' strengths and weaknesses were being practiced by all institutions.

An evaluation of the verbal behaviors in the TCCP Reading Classes, by means of the Flanders' Interaction Analysis System, showed that as an average 47 percent of all talk was direct teacher talk; 16 percent was indirect teacher talk; 15 percent was student response, and 15 percent student initiated. The remaining 7 percent was categorized as silence or confusion. Thus, the researcher's prediction that 68 percent of the classroom verbal interaction would be direct teacher talk was rejected since only 47 percent of the teacher talk was direct.

Conclusions

TCCP reading specialists are implementing the model to a greater extent than had been expected in terms of student-centered classroom management and procedures practiced.

Academic administrators, program directors, and teachers support the implementation of the TCCP Reading Model.

TCCP reading specialists demonstrated their willingness to become nontraditional facilitators of learning, fostering situations which demand that students assume the major responsibility for their own improvement of skills.

Order No. 77-25,624, 177 pages.

A STUDY OF S.Q.3R. AND SELECT AND RECITE READING AND STUDY SKILLS METHODS IN COLLEGE CLASSES

SCAPPATICCI, Falco Thomas, Ed.D.
Lehigh University, 1977

There is evidence that colleges had an interest in teaching reading and study skills to their students as far back as the early 1900's, and as time progressed more and more colleges began offering reading and study skills programs for their students. However, the programs were geared primarily to incoming freshmen and students who were having difficulty in their studies. Little research was done on how these programs would affect college students who were more representative of the college population at large, and even less research was being done of what the content of these reading programs ought to be.

There is a need to offer reading and study skills instruction to students who would be more representative of the general college population, and additionally a need to offer specific skills in these reading programs which have been positive in terms of raising G.P.A.

The purpose of this study was to take a reading and study skill that was widely used in college reading programs and investigate the effect it had on G.P.A. of college students who were representative of the college at large. More specifically the study investigated the relationship between the S.Q.3R. and Select and Recite method for studying a college level text.

The following hypotheses were investigated: I There is no significant difference in G.P.A. made by college students taught the Select and Recite method of reading and studying a text, those who were taught the S.Q.3R. method of reading and studying a text and those students who were taught no specific method of reading and studying a text. II There is no significant difference in the number of students who use the Select and Recite method for reading and studying a text after being taught it in a college reading program and those students who are taught the S.Q.3R. method for reading and studying a text.

The subjects in the study consisted of 109 students from King's College, a four year liberal arts college in Wilkes-Barre, Pennsylvania. All the students were business and social science majors enrolled in an Economics Principles course which was required in their curriculum. There were two experimental groups, one receiving instruction in S.Q.3R. method and one receiving instruction in Select and Recite method. The control group received no treatment.

To test the first hypothesis of the study, a one-way analysis of covariance was used. The final grade received in the Economics course was used as the dependent variable. The overall G.P.A. earned by the students in all courses prior to the Economics Principles course was used as the covariate, and treatment received was used as the independent variable.

In order to test the second hypothesis of the study a chi square was utilized to analyze the data which was derived from a questionnaire that the students completed.

Analysis of the data revealed the following: 1. There were no significant differences in the final grades received in the Economics Principles course by the groups in the study. ($P > .05$). 2. There was a highly significant difference in the degree to which the two treatment groups used their respective study methods. The experimental group taught the S.Q.3R. method used that method to a much greater degree than did the treatment group that was taught the Select and Recite method. ($P < .01$).

The findings suggested that teaching a reading and study skill method for mastering a college level text did not increase G.P.A. significantly when the students being taught the method were representative of the college population at large and were above the freshman year.

Also the findings suggested that the college students of the study who were taught the S.Q.3R. method of college textbook mastery used the method to a significantly greater degree than did the students who were taught the Select and Recite method.

Order No. 77-20,723, 133 pages.

COMPARISON OF THE EFFECTIVENESS OF THREE METHODS FOR INCREASING READING RATE

STAMPER, John Howard, Ph.D.
Michigan State University, 1976

Past research concerning time-compressed speech has typically examined the effects upon intelligibility, comprehension, and learning by various stimulus and listener variables. Relatively few research studies have examined the effects of reading improvement techniques upon reading rate and comprehension. (Orr et al., 1965; Reidford, 1965; Orr, 1966; Reiland, 1970; Stamper, 1970; and Walker, 1971.) Results of past research have been mixed as to the effectiveness of practice in compressed listening (i.e., listening to time-compressed

speech at increasingly faster compression rates) and compressed audio-pacing (i.e., listening to a time-compressed narration while following in an accompanying visual text). Orr et al., (1965) found compressed listening to have a favorable effect upon visual reading rate. Subsequently, Orr et al., (1965) hypothesized compressed audio-pacing training may produce a stronger effect upon subjects' reading rate. Reidford (1965), Orr (1966), Reiland (1970), Stamper (1970) and Walker (1971) examined the effects of various training conditions and subject characteristics upon reading rate and comprehension. None of the researchers found any effect upon reading comprehension attributable to practice in compressed audio-pacing. However, Orr (1966) and Stamper (1970) found compressed audio-pacing training to have a favorable effect upon reading rate. Reidford (1965) and Reiland (1970) found no such effect.

The previous research studies reviewed have failed to adequately compare traditional reading improvement methods (i.e., visual-pacing through which the presentation time of the visual text is controlled) to methods utilizing time-compressed speech. Likewise, no previous research was reviewed which examined the treatment method of combining the time-compressed audio narration with a moving, synchronous text. It would appear from a review of the research literature that the question remains: What relative effect will training in compressed listening, visual-pacing, compressed audio-pacing, and non-paced reading have upon subjects' visual reading abilities?

The independent variables of the present experiment are the four separate training conditions: (1) compressed-listening practice (i.e., the audio treatment); (2) visual-pacing practice (i.e., the visual treatment); (3) compressed audio-pacing practice (i.e., the audio/visual treatment); and, (4) non-paced reading practice (i.e., the control treatment). The dependent variables are subjects' reading rate and reading comprehension during non-paced reading.

The major hypotheses are of the null hypothesis type of no differences among treatment groups for both reading rate and reading comprehension gain scores. Alternate major hypotheses involve the groups' improved relative performance in respect to the control group. The minor hypotheses are of the null hypotheses type, of no differences between treatment groups for reading rate and comprehension. Alternate minor hypotheses involve the relative performance between individual treatment groups. It is hypothesized that the audio/visual treatment scores will be greater than those of the audio and visual treatments respectively.

Several assumptions are made in the present experiment. One assumption is that the Nelson-Denny Reading Test adequately measures subjects' reading rates and comprehension. A second assumption is that the use of compressed audio-pacing of a synchronous visual text will have a favorable effect upon subjects' reading rate. A third assumption is that the treatment intervals for the present experiment are of adequate length to have effect upon reading abilities.

Several limitations of the study should be noted. One limitation is the limited generalizability of its findings which is possible. Secondly, limited treatment time was available during the experiment. A third limitation is that several subjects reported to have fatigue after the audio and audio/visual treatments. This may have affected post-testing. A fourth limitation is the inherent limitation of traditional reading abilities testing.

Survive the Savage Sea (Robertson, 1973) was chosen as the visual text in the experiment. A professionally recorded narration of the book was time-compressed from 160 to 600 words per minute in 20 word per minute increments. A videotaped "crawl" of the visual text was produced, and synchronized to the compression rate of the time-compressed narration. The "pacing point", at which this text and narration were synchronous was near the vertical mid-point of the television screen.

Forms "A" and "B" of the Nelson-Denny Reading Test (Nelson-Denny, 1960) were used as pre and post instruments for measurement of reading rate and comprehension. The test itself is a widely-used test of reading abilities. Psychometric characteristics of the test concerning its standardization were adjudged favorable.

Treatment sessions were individually scheduled, lasting a total of 70 to 80 minutes in length. Pre- and post-tests totaled 40 minutes, each consisting of a timed one minute rate test and a 19 minute comprehension test. Subjects in audio and audio/visual treatments were permitted to adjust the television monitors volume and brightness. Control group subjects could adjust ambient room light.

The experimental design was a pre-test/post-test control group design (Campbell and Stanley, 1963). Subjects were randomly assigned both pre-tests and treatments. Post-tests were assigned as the alternate test form from that given as the pre-test.

An analysis of variance was performed upon the treatment groups' mean gain scores to test the hypothesis H_0: $\mu_1 = \mu_2 = \mu_3 = \mu_4$ for the dependent variables of reading rate and reading comprehension. The F ratios obtained were 1.5476 (for rate) and 1.3639 (for comprehension). There were 2 degrees of freedom among sample means and 29 degrees of freedom within samples. The tabled F ($P < .05$) was 2.934. Since neither of the obtained F ratio values exceeded the tabled F value, neither of the null hypotheses of no significant difference among groups for reading rate or comprehension gains could be rejected. Since no significant differences among treatments were revealed for measures of reading rate and comprehension, post-hoc procedures to determine the relative strengths of treatment effects (as were hypothesized in Chapter One) were not appropriate.

The results of the present experiment raises several implications for future research. The use of time-compressed speech in methods for improvement of reading abilities could not be demonstrated in the present experiment to be significantly better than practice in non-paced reading or a traditional visual-pacing technique. It is anticipated, however, that time-compressed audio-pacing practice may prove superior to existing reading improvement techniques under the conditions of extended training session length with a larger sample population. Order No. 77-5893, 185 pages.

SURVEY OF ADULT BASIC EDUCATION LEARNERS' PERCEPTIONS OF TEACHING SKILLS AND BEHAVIORS: IN TACOMA AND SEATTLE, WASHINGTON

WESLEY, Barbara (Parks), Ed.D.
University of Massachusetts, 1976

Director: Dr. Harvey B. Scribner

The study deals with the United States Government's formal commitment to the alleviation of illiteracy among the uneducated or undereducated adults since 1962. The author argues that two significant events occurred to create increased interest and growth in the field of adult basic education during that period: (1) Congress passed the Economic Opportunity Act in 1964, and (2) the Adult Education Act of 1966 was passed. Further impetus reportedly came from former U.S. Commissioner of Education, James E. Allen's assertion that for the next decade the nation's highest educational priority would be the eradication of illiteracy.

To achieve a literate nation, the study asserts that we faced the reprehensible problem of inservice training and development of teachers to meet the new and increasing demands of the adult basic education population. Furthermore, the author reports that traditionally all planning for student learning has been done by teachers, administrators or other practitioners in the field, though one of the most often verbalized objectives of adult education has been to involve the student in the process of planning his/her learning activities.

The purpose of the study was to survey the perceptions of adult basic learners regarding the desirability of specific teaching skills and behaviors in their teachers. Emphasis was placed

on involving the student in planning his/her learning climate and learning activities. More specifically, the study surveyed the adult basic learners in an attempt to solicit their input regarding teaching skills and behaviors which they considered essential and desirable.

The study was conducted in Tacoma and Seattle, Washington. The study population was an intact total student population of one hundred and sixty-seven adult basic learners. They were native-born adult learners and foreign-born adult learners.

Based upon the data obtained from the adult basic education learners, the study cited a need for continued research and study regarding what teaching skills and behaviors should be sought in selecting teachers of adult basic education, and what kinds of preservice and inservice training programs should be devised for adult basic education instructors.

Order No. 77-15,138, 128 pages.

THE ROLE OF READING ABILITY IN THE RETENTION OF COMMUNITY COLLEGE STUDENTS

WEST, LaNor Patricia, Ed.D.
University of Southern California, 1976

Chairman: Professor Wilbur

The fulfillment of the individual's academic potential is always a major concern, and now, with increased emphasis on program and attendance accountability, it behooves all segments of the institution to determine the efficiency of its operation. Many schools have developmental reading programs, but the literature gives little evidence of studies at the community college level to determine whether such courses meet the generally avowed objectives of improved scholastic achievement and retention in school. Dropouts mean possible loss of human potential and a definite loss of dollars to the institution. Either loss should provide sufficient motivation for research, but when both aspects are involved the need for investigation is doubly apparent. It is appropriate that a developmental program be examined at the community college level, since a significant proportion of its enrollees qualify for such courses.

Statement of the Problem. Do students who complete developmental reading classes earn higher grades and remain in school longer than students who express an initial need for reading improvement but who do not complete such a course?

Purpose. The purpose of this study was to examine the records of two groups of students who expressed an initial need for reading improvement to determine: (1) the number of units completed, (2) their grade point average (GPA), (3) comparative reading ability upon entrance, (4) the distribution of these various elements within the two groups, (5) the amount of reading improvement made by students completing the course, and (6) whether either group had an academic advantage as measured by these factors.

Procedure. Students enrolled in developmental reading classes during the fall semesters of 1962, 1966, and 1972 were investigated. The 252 who completed the course were considered the Treatment Group, and the 162 who dropped out of the course during the fall semesters of 1962, 1963, 1965, 1966, 1971, and 1972 were considered the Control Group. Pre- and posttest scores from the Iowa Silent Reading Test provided the information pertaining to reading ability levels. Official school records were examined to ascertain GPA and total units completed. This study was essentially a comparative one which dealt with predetermined data having time and sex differentials. Two measures of central tendency, the median and the mean, were used to determine central foci for the numerous comparisons.

Findings. An examination of the data revealed (1) students completing the class made significant improvement in reading levels, (2) the GPAs for those finishing the course were significantly higher, (3) as measured by the total units completed, students completing a semester course in developmental reading remained in college from four to six times as long as the Control Group, and (4) the significant factor about initial reading ability is not so much the level, but whether it, along with student interest, is developed. Trends were apparent in regards to degree of improvement, initial reading level, and the role of women.

Conclusions. In both the humanistic and practical aspects, Total Units Completed is the most useful indicator derived from this investigation since it reflects a degree of success shared by the student and his school. Recommendations for increased academic counseling, increased awareness of readability levels of textbooks, and additional types of research are made. In summary, the research indicates that more underprepared, or even average ability, students should be directed into developmental reading classes, and that their progress should be measured by broad indexes over an extended period of time.

PROJECT GRASP: A CASE STUDY OF A READING ACADEMY

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Northwestern University, 1976

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Project GRASP was a program funded by Right to Read as a Reading Academy for the service area of Evanston, Illinois, during the 1975–1976 fiscal year. Project GRASP served participants in need of basic reading instruction through "satellite" schools. One of these schools operated autonomously for the employees of the Evanston Hospital. At two other locations, storefront satellites operated in the community. The design of Project GRASP followed guidelines published in the Federal Register which called upon applicants to propose a plan to eliminate functional illiteracy of youth and adults, within a local service area.

Project GRASP succeeded in its specific objectives (helping 380 students and training 75 volunteer tutors) by combining professional, non-professional, public and private inputs. Students at Project GRASP were provided with highly individualized instruction. Students decided upon their own learning objectives, and were able to study in a private setting. Students used a variety of materials. Tutoring was by appointment, and was free of charge. Student-tutor relationships were confidential. Diagnosis was informal and non-threatening to students. The storefront centers of Project GRASP were located in areas of need, and were open at times convenient to students.

A group of organizations supported the Project GRASP effort. Each of these organizations saw the Academy as a new solution to the local illiteracy problem. Four institutions lent their support: the Evanston Hospital, the Evanston Township High School, the City of Evanston, and Northwestern University. Local community organizations included the Evanston Neighbors-At-Work, the Youth Organizations Umbrella, the Evanston Employment Support Program, and the Woman's Auxiliary of the Evanston Hospital Nursing Committee. These groups were all represented on the Project GRASP Unit Task Force, a policy-making administrative body. The combination of institutional and local community support formed an unusual consortium.

To manage the community storefronts, a Community Leader, a Professional Resource Developer, a Tutor Trainer, and two Storefront Aides worked under the guidance of the Project Director.

The Reading Academy did not attempt to help students who had severe learning problems, or non-fluent speakers of English. These students were referred to other agencies.

The literacy plan devised by the Evanston Academy proved workable, but the need for literacy education in Evanston far exceeded the capacity of the Academy.

If the experience of Project GRASP can be extrapolated onto a national level, then there may be millions of Americans in need of basic literacy education.

A national commitment to literacy education would result in specific literacy legislation, an increased and a sustained level of funding for Right to Read, the upgrading of literacy education in public school curricula, and the development of national standards for literacy assessment and literacy definition. Unless there is a national commitment, illiteracy may continue to be widespread in the United States.

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